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ABSTRACT

Designed for junior high school counselors, the guide offers an outline for facilitating group counseling sessions. Intended to be held one class period a week for eight weeks, the sessions aim toward potential improvement in self-esteem, personal relationships, peer understanding, self-awareness, academic performance, and social skills. Each session includes suggested warm-up activities and discussion of group climate followed by weekly objectives and homework assignments. Appendices include a parental permission form, group counseling contract, student profile, student contract, counselee evaluation form, group counseling individual post survey, audiovisual materials for counseling, certificate of achievement, and a 26-item bibliography. (LH)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A GUIDE TO GROUP COUNSELING IN JUNIOR HIGH SCHOOL.

FUTUREPRINT COUNSELING COMPONENT.

Developed by

Mary A. Guillen, Project Counselor

NDN Developer/Demonstrator Project
California Demonstration Program in Reading

CG 100 207

De Anza Reading Center
1450 South Sultana Avenue
Ontario, California 91761

A RATIONALE FOR GROUP COUNSELING

The Junior High School students are persons experiencing a number of changes. Among these are included physical, psychological and social ones. They need help, understanding, patience and direction in dealing with these new and demanding behavioral shifts. The students will now turn to their peers for clarification and direction if they do not get these aides from parents and adult models, e.g. teachers. Because of this and because most youngsters are positively oriented, the group counseling framework is an excellent place to provide positive direction and help in learning both social and academic survival skills. Here, in group counseling, the "peer presure" can be given some positive direction and individual students will most frequently find understanding, some self awareness, and can learn some new skills as well as get positive reinforcement and feedback for their existant good qualities and behaviors.

For these reasons, I have chosen to use Group Counseling as the primary and core model and means of providing counseling for the student population working in the Reading Center at De Anza Junior High School. Individual counseling is by no means minimized or eliminated. It is used to supplement and complement, initiate and follow-up group work.

The following guide for Group Counseling is offered as an outline with some brief description to aide in using the guide in my particular setting. Group sessions will be held one period a week for eight weeks. Obviously a counselor is the person who is trained to facilitate groups. Anyone attempting to facilitate group counseling sessions should receive <u>some</u> specialized training. Teachers can use some of the ideas for classroom "rap" sessions or small group work incorporating some non-directive counseling or informal counseling.

It is my sincere hope that the following guide will prove helpful as a basic framework.

I. Pre-Session

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.

2. Also see, Futureprint Counseling Design

B. Orientation

1. Orientation to group is very important if group is to be a successful experience for the students. This orientation can be done in small groups of students or individually or both.

C. Objectives

1. The purpose is to explain what group counseling is, how it can be helpful, where it will be held, who will lead the group and any other needed information.

2. The orientation also gives the students the opportunity to ask questions, which will often remove unfounded fears and erroneous ideas about what is involved in group work. All too often students feel that group counseling is for problem students or for "crazy kids", to use their terms. These fears and false notions need to be clarified and sensitively dealt with.

D. Precaution

1. The parent permission letter explaining group to parents and obtaining their permission is included. It may prove to be a safeguard in communities where school activities are targeted rather than supported. Discretion is advised.

I. Session One

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.
2. Also see, Futureprint Counseling Design.

B. Group Climate

1. From the very beginning it is important to promote trust, openness, honesty, self-esteem and social skills.
2. Learning each person's name in group is of primary importance. This can be done through self introductions which include name, age, hobby and feelings about starting group.

C. Objectives:

1. The ground rules for group counseling need to be presented as well as the reasons for them. The most effective ones for the groups I have conducted are:
   a. Confidentiality
   b. Honesty
   c. Courtesy
   d. No "putting down"
2. It can also be very helpful at this point to introduce TA (Transactional Analysis), a self understanding and counseling technique.
3. The "Action Plan" needs to be explained simply as the person's chosen goals for positive change. This plan encourages the group participant to try new behaviors in the group and then to carry them over into their classes, their homes and other social situations. The "Action Plan" is a negotiated version of a behavior contract except that it is positive in origin, in goals, and in format. It is worked out with each student individually and followed up periodically both informally and on a planned regular basis.

D. Homework

1. One final component of most sessions, including the first one, if possible, is "homework." I seldom, if ever, give written work, but I do assign skill practicing such as becoming more aware of which script or tape a student most frequently functions out of. This, of course, has as it's ultimate purpose to help the student make productive changes he/she desires in order to get the most benefit from his/her relationships. Also, to become more aware of his/her social impact, and the impact of others.
2. The "homework" assignment should be very simple, and very practical.

I. Session Two

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom
2. Or see, Futureprint Counseling Design

B. Group Climate

1. During the second session, the leader should note: attendance, promptness, enthusiasm and attentiveness. Recognition and positive reinforcements should be given at this point.
2. It is important to re-establish positive rapport by checking who knows member's names, and remembers anything else about the person in the group.

C. Objectives

1. The ground rules should be reviewed by asking the students if they remember them.
2. If TA (Transactional Analysis) and the Action Plan were introduced during the first session, then the "homework" assignment can also be reviewed. Such questions as: "What tape did you find yourself turning to most often?" can be helpful in determining if the group members remember to practice a particular skill or assignment. This may be sufficient material to go with for the rest of session two. Flexibility and skill are paramount qualities in the person leading the group.

D. Homework

1. Depending on how the students did their first "homework" assignment, the next one should be directed toward parcticing a behavior each student wants to learn for self improvement. For example:

for a student who is shy, practice saying hello to others can be a homework assignment. Related to class, a student can practice, for example bringing in a daily current event to help improve a social studies grade.

I. Session Three

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.
2. Or see, Futureprint Counseling Design

B. Group Climate

1. By this session the students are fairly well acquainted with each other. It is important to help them learn to interact among themselves so that they can risk some self disclosure and begin to give each other some feedback about social and academic behaviors.
2. Here, it is important to tread cautiously and observe the readiness levels for risk involved interactions. Sensitivity to feelings need to be modeled, encouraged and positively reinforced by the leader.

C. Objectives

1. Some youngsters are further along in social maturity than others. They can be very helpful. Those who are somewhat behind can be encouraged to listen and invited to participate in less threatening activities like sharing weekend experiences, for example.
2. Avoid, at all costs, pushing or allowing students to "dump" on anyone in the group. A positive direction is extremely important. An example for discussion might be: How do you feel when someone compliments you?

D. Homework

1. A homework assignment can be developed from the focus on compliments.
2. An exercise in group on giving compliments could be preparation for homework assignment.

I. Session Four

A. Warm-up Activities

1. See One Hundred Ways to Enhance Self-Concept in the Classroom
2. Or see, Futureprint Counseling Design

B. Group Climate

1. After an initial sharing session and some time spent on homework reports, some group work can be done on brainstorming and listing problems. Three categories sometimes are helpful in getting off the ground: school, home and friends. Once the problems are listed under these categories, time can be spent on prioritizing, allowing the students to do this work and providing only necessary direction. The focus can then be placed on one specific problem and the different ways it becomes problematic. Very often, for example, parent-child relationships begin to fragment with Junior High Age students. The youngsters are experiencing many different conflicting feelings about independence vs dependence on parents, for example.

C. Objectives

1. Identifying and expressing feelings

The area of parent-child relationship and the problems related to this are rich in content for helping young people to learn to identify their feelings, express them, self disclose and listen to how others are solving problems, or, at least, coping. However, caution should accompany this type of sharing so that it does not become a complaining, whining, dumping time. There needs to be some focus on some of the neat things parents do, not just for thier children and the family, but also what parents are willing to do for their own growth and relaxation. Students need to understand their parents as persons

with some need for space and time to be happy as individuals and as loving couples.

D. Homework

1. The "homework" assignment for this session is rich in possibilities. For example, each student might offer to watch, or baby sit, so that mom amd dad can go dancing Saturday night. Or a more simple suggestion is that each group member give each one of their parents a special compliment with the stipulation that it be genuine and that they carefully observe what happens when they give their parents a compliment. The students need to be reminded that a compliment is most genuine when you give it without wanting anything in return.

I. Session Five

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom
2. Or see, Futureprint Counseling Design

B. Group Climate

1. After an initial sharing time, discussion can begin about the "homework" assignment from the last session.
2. Sometimes there is more than enough material or content to encompass the whole period with what one or two students share about their "assignments". However, other times, depending upon the social maturity of the group members, it will be difficult to get the participants to disclose. When difficulties like this one arise, it might be best to move on or back to a less threatening subject, or even to a light activity, game or topic.

C. Objectives

1. Sensitivity Training
   On occasion a little discomfort may prove to be productive. Especially when it is confronted and dealt with in a sensitive way. Here, modeling on the part of the leader is critical if this difficulty is to be hurdled in the best interest of the group. Delicacy of timing, discretion, common sense, flexibility and good humor are like precious gems tastefully and appropriately worn or displayed.

D. Homework

1. At the end of a tense or uncomfortable session, the facilitator needs to check the clock so that the last few minutes are spent in bringing the group back to a

more relaxed and hopeful posture with a simple homework assignment like going home and doing something that will help the student laugh.

I. Session Six

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.

2. Or see, Futureprint Counseling Design

B. Group Climate

1. From the last sessions, sharing what the students did to laugh might prove not only interesting and revealing, but also good modeling for a healthier and more balanced way of treating themselves and others. This levity can be dealt with fairly quickly because that is having fun:

C. Objectives

1. As soon as the time feels right, lead into the area of school and its whole related field of student difficulties by asking: What do you do to get good grades? List these on the board. They serve as good models. They might include such things as: I take my books, pencils and paper to class. After this, you might ask: What are some things you do that help you feel good about yourself?... about your relationship with your teachers?...List these too. They might be such things as: I smile when I see my teachers; I offer to pass needed materials out in class; Finally, deal with the problematic area by asking: What are some things you do that you know are going to get you in trouble and make you feel badly about yourself and your relationship with some of your teachers? As leader, explore the consequences for constantly doing those things which bring trouble in the form of detention, sentence writing, parent telephone contacts, referrals, etc. Ask if these consequences are desired, and in whose hands or control thier behavior is. The content of this session may be too extensive for a particular

group and could be extended, therefore, over two sessions. But it is important.

D. Homework

1. A homework assignment here might be to ask the members to try a positive behavior with a teacher who is used to negative behavior from them. It can be as non-threatening as paying good attention for one period and sharing how that felt at the next session.

I. Session Seven

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.
2. Or see, Futureprint Counseling Design

B. Group Climate

1. At least one or two youngsters will have been willing to try a new or different positive behavior as a result of the homework from the previous lesson. After these are shared, ask the others what kept them from trying a new behavior.
2. It is also important to mention at the end of the seventh session the fact that the next session will be the last one for this group and that each one might want to share something positive with the other group members.

C. Objectives

1. This is a good stepping stone into the next crucial area of social maturity which frequently becomes a stumbling block to students' social and personal development as individuals: that is, "peer pressure" and personal responsibility. This is a delicate area because some youngsters deny that their behaviors are the result of pressure their peers place on them, yet the dynamic is very evident. In the group process it is much more effective to let the group interaction lead to observation and self awareness. It is important for them to discover how people place pressure on people to the point of forcing decisions, actions, behaviors, and life styles which can sometimes be tragic. (Drugs, suicides, etc.) The group facilitator will do well to resist the temptation to preach, provide answers, make value judgements which clearly will be

interpreted as "put downs". Again, timing, sensitivity, direction, openness, modeling, etc., are key behaviors in the group members in order to effect the desired objectives:

a. self discovery
b. awareness of social maturity
c. independnece
d. personal responsibility

and how these are affected by peers.

D. Homework

1. A related homework assignment for this session might be to share an experience at the next session which demonstrates a good thing that happened because of a groups' help or a bad thing which happened because of a groups' influence.

I. Session Eight

A. Warm-up Activity

1. See One Hundred Ways to Enhance Self-Concept in the Classroom.

2. Or see, Futureprint Counseling Design

B. Group Climate

1. This is the final session. The students have been together through some difficult times as well as some very enjoyable ones. They are now respecting of each other. Some have made new friends from among the group members. Some have learned to appreciate others in a new non-judging way. Overall, it has probably been a very good experience. Most students want it to continue. But they need to be helped to value ending, separating and sometimes closing relationships and any other forms of dependency whether they are short term or long term, whether they are inside self or related to others.

C. Objectives

1. After the leader models, each member can be asked to share his/her feelings about group ending. This can lead into the final feedback activity. The facilitator can model this, by sensitively saying something to each member that is genuine and positive. When the leader is finished he/she can invite anyone who would like to do likewise. Before the close of the session it is important to relate group work to the action plan which each member can make for him/herself in relation to study, family relationships, peers and friends. It should be pointed out that once an action plan is completed and a desired behavior change has occurred (skill, or habit, quality or mannerism) a new plan can be formed so that the members understand that they are persons in process and can make action plans on their own.

D. Homework

1. Finally, the leader can express appreciation and closure adding that the group leader will be available for individual counseling if students have specific or more confidential type problems they want to deal with.

SUMMARY

In the context of the public school system group counseling can be an effective way to introduce young persons to the importance of self awareness, social maturity and personal responsibility. Some dynamics utilized in group are less threatening and powerful in motivating toward positive change. An argument in support of group counseling is the number of students that can be reached in a positive, constructive context. In addition, the thrust of group counseling is preventive. It helps students often before they reach problematic issues at the critical stage and prepares them to deal with problems in a constructive, problem-solving manner. Finally, it is important to reiterate the key importance and the skills of the group leader. Without training, the very least harm can be ineffectiveness, while, the very worst can be damage to persons. That risk is too great to take. The positive potential outcomes are myriad: improvement in self esteem, personal relationships, peer understanding, self awareness, academic performance, social skills, and so on. Rarely, have I experienced negative feedback from students about participating in group counseling and when I have, it never quite rings genuine. Persons have to be respected however, and when a person just cannot handle a group situation, to force him/her will prove counterproductive. Group will be helpful to most persons but not to all.

To further assist in the group guidance process I have included various forms to assist teachers in the process of group work.

I reiterate my hope that the outline proves helpful.

FOR FURTHER INFORMATION CONTACT:

Ms. Mary Guillen, Counselor
De Anza Reading Center
1450 South Sultana Avenue
Ontario, California 91761

APPENDIX

Parental Permission Form
Group Counseling Contract
Student Profile
Student Contract
Counselee Evaluation Form
Group Counseling Individual Post Survey
Materials for Counseling
Certificate of Achievement
Bibliography

ONTARIO—MONTCLAIR
SCHOOL DISTRICT

DEMONSTRATION READING PROGRAM

DE ANZA READING CENTER
1450 SOUTH SULTANA AVENUE
ONTARIO, CALIFORNIA 91761
(714) 983-2118

PARENTAL PERMISSION FORM

Dear Parents:

We are fortunate to be able to include in our present school program an opportunity for some of our students to participate in a group counseling experience.

The students are interviewed individually, then invited to join a group for a series of once a week meetings.

If you care to have your son/daughter participate, please sign below and return to the office.

If you have any questions regarding the above information, please feel free to call.

My son/daughter _____
has my approval to participate in a group counseling experience.

_____ _____
Date Signature of Parent/Guardian

DE ANZA READING CENTER

GROUP COUNSELING CONTRACT

_____1. I want to understand myself better.

_____2. I want to understand others better.

_____3. I want to learn how to make better friendships.

_____4. I want to gain more confidence in myself.

_____5. I want to learn to solve problems without fighting or arguing.

_____6. I want to learn how to express my feelings with words.

_____7. I want to learn to really listen to what others say about themselves and me.

_____8. I want to learn how to ask questions in a group.

_____9. I want to learn how to agree and disagree with others without putting them down.

_____10. I want to learn how to help others feel good about themselves.

_____11. I want to learn how to talk about my problems.

_____12. I want to learn how and when to say no to others.

_____13. I want to learn how to make right decisions for myself.

_____14. I want to learn to take care of myself.

_____15. _____

_____

_____16. _____

_____

_____17. _____

_____

_____18. _____

_____

Today's Date Student's Signature

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

DATE:

FROM: Mary Guillen, Counselor

MEMORANDUM TO:

PERSON(S):

TOPIC:

(Description)

PLEASE INDICATE BY CHECKING, THE DEGREE THAT IS MOST REASONABLY CLOSE AS AN INDICATOR OF THE INSTRUCTIONAL AND BEHAVIORAL ACCOMPLISHMENT LEVELS OF:

_____
(Student's Name)

BEHAVIORAL:

		Often	Sometimes	Seldom
1.	Practices Self Control.			
2.	Shows respect for him/herself.			
3.	Gets along with peers.			
4.	Can relate to adults (speech & behavior)			
5.	Shows ability to work well with others in a group.			
6.	Demands attention inappropriately (acts out, shouts, silly, etc.)			
7.	Check one: Appears to be:	Overly shy:			
8.	. . . . .	Sensitive:			
9.	. . . . .	Agressive:			
10.	. . . . .	Independent:			
11.	. . . . .	Hostile:			

INSTRUCTIONAL:

		Often	Sometimes	Seldom
1.	Completes class assignments.			
2.	Shows interest in improving his own skills.			
3.	Completes homework assignments (when given).			
4.	Participates in class or group discussion.			
5.	Shows self confidence in a learning or instructional situation. (raises hand, asks questions, contributes)			
6.	In general has a positive attitude toward school.			
7.	Shows confidence in asking for help when needed.			
8.	Shows responsibility by coming to class on time and prepared with needed materials. (pencil, paper. etc.)			

9.	This student is working: Check the subject you teach him/her	a. Below b. At c. Above	his/her present grade level	Electives ___P.E. ___Science ___Reading ___Math ___English ___Social Studies

10. There seems to be a discrepancy between his/her (tested) ability and his/her achievement in (Subject)
___Yes
___No

TEACHER COMMENTS: (If you would prefer to keep your comments confidential and share them with me verbally, I would be most appreciative, because they would be possibly very helpful in working with the student.

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

_____
date

MEMORANDUM TO:

FROM: Mary Guillen, Counselor

TOPIC: Behavior Modification Check list for Student-Teacher or Student-Counselor or Student-Principal "CONTRACT"

- -

AGREEMENT:

I,_____, agree to keep the following item or items; for

_____class with_____

_____teacher(s):

1. I will be on time for class daily.
2. I will bring all needed materials to class: (pencil, pen, paper, books, etc.)
3. I will work on my own when I am asked by the teacher.
4. I will work in a group when asked by the teacher.
5. I will work without disturbing anyone unnecessarily.
6. I will complete any reasonable assignments.
7. I will bring in homework assignments.
8. I will ask for help without disturbing others in class.

. . . . I agree to do_____of the above tiems on a

daily basis as part of a_____(system-agreement etc.)

SIGNED_____
(student)

_____
(teacher)

_____
(principal and/or counselor)

Monday	Tuesday	Wednesday	Thursday	Friday

A - outstanding

B - good effort

C - some effort

D - weak effort

F - practically no effort

_____

verified by Teacher

_____

verified by Counselor/Principal

_____

seen by parent

COUNSELEE EVALUATION FORM DATE_____

What were your feelings during this session?

For each feeling circle the answer which best tells how you felt.

During the session I felt:

1.	Embarrassed	No	Some	A Lot
2.	Relaxed	No	Some	A Lot
3.	Cared about	No	Some	A Lot
4.	Like Crying	No	Some	A Lot
5.	Warm	No	Some	A Lot
6.	Strange	No	Some	A Lot
7.	Hurt	No	Some	A Lot
8.	Loving	No	Some	A Lot
9.	Angry	No	Some	A Lot
10.	Pleased	No	Some	A Lot
11.	Confused	No	Some	A Lot
12.	Encouraged	No	Some	A Lot
13.	Afraid	No	Some	A Lot

COUNSELOR_____ COUNSELEE_____

GROUP COUNSELING
INDIVIDUAL POST SURVEY

1. Did you enjoy the group? (Why?) _____ Yes _____ No

2. Would you recommend group counseling to your friends? (Why?) _____ Yes _____ No

3. Did you learn anything about yourself that you didn't know before? (What?) _____ Yes _____ No

4. Would you sign up for a group next year? (Why?) _____ Yes _____ No

5. Did you learn anything new about getting along with others? (What?) _____ Yes _____ No

6. Did being in a group help you express yourself better? (How?) _____ Yes _____ No

7. Did you find out that others have concerns similar to yours? (Which?) _____ Yes _____ No

8. What ideas or topics would you have liked to talk more about?

_____

_____

_____

_____

9. In the space below write anything else you'd like to say about your experience in group counseling.

_____

_____

_____

_____

_____ _____

STUDENT'S NAME DATE

MATERIALS

FOR

COUNSELING

30

ARGUS COMMUNICATIONS

PEACOCK FILMSTRIPS: I A L A C

WHY AM I AFRAID TO TELL YOU WHO I AM?

YOU HAVE TO WANT SOMETHING

ROLES AND GOALS

THE WONDER OF IT ALL

PURPOSE: To motivate the counselee to develop a positive self concept and to learn how to promote a positive self concept in his peers.

FORMAT: There are six filmstrips and a cassette and/or record to accompany each filmstrip. They deal with present contemporary human relational situations. They are meant to awaken a positive attitude toward life. This is particularly true of the IALAC series.

TEACHER'S MANUAL: Contains operation instructions, photographs of the filmstrips, accompanying narration, discussion questions and a suggested bibliography.

TEACHER COMMENTS: These filmstrips and accompanying guides contain material suitable for launching group counseling sessions, as well as discussion groups in social studies, language or a human relations class. The IALAC filmstrip and cassette as well as, "Why Am I Afraid to Tell You Who I Am?" are especially suitable and applicable for using as an individual or group effort towards bettering human interaction in the classroom, at home and among peer groups. It is a superb tool for counteracting the put-down syndrome.

PUBLISHER: Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

AUDIO/VISUAL NARRATIVE ARTS, INC.

FILMSTRIP AND CASSETTE:	VIOLENCE U.S.A. WHAT KIND OF PEOPLE ARE WE?
PURPOSE:	For developing staff and student awareness of the social pressures of our time and their effects on young people in particular.
FORMAT:	There are two filmstrips and two cassette tapes. They deal with the nature, causes and history of violence in the U.S.A.
TEACHER'S MANUAL:	Contains an introduction, explanation, the accompanying narration and some suggestions on how to raise some pertinent discussion questions. It also contains a brief bibliography.
TEACHER COMMENTS:	These filmstrips and accompanying cassettes contain thought provoking discussion topics and questions which are appropriate for both adolescents and adults. The topics would be suitable for discussion groups, in English, social studies, group counseling session or a human relations class.
PUBLISHER:	Audio Visual Narrative Arts, Inc. Box 9 Pleasantville, New York 10570

CENTER FOR HUMANITIES

SLIDE TITLES:

AM I WORTHWHILE: IDENTITY AND SELF CONCEPT

COPING WITH LIFE: FRUSTRATION AND DISAPPOINTMENT

MAN'S SEARCH FOR IDENTITY

HOW WE BECOME OURSELVES

HUMAN RELATIONSHIPS: WHY THEY SUCCEED/FAIL

PERSONAL COMMUNICATION: GESTURES, EXPRESSIONS AND BODY ENGLISH

COPING WITH THE SOURCE OF ANXIETY

MAN AGAINST MAN: A STUDY OF AGRESSION AND CONFLICT

PROBLEMS IN HUMAN RELATIONS: RESOLVING PERSONAL CONFLICTS

PURPOSE: To motivate the students to reflect on their self concept as individuals and within their peer group; to promote a positive self image and a positive manner of coping with life situations and problems.

FORMAT: There are two slide series in each kit: Part I and II. They deal with the themes which the titles indicate. These themes are portrayed with the best of classical and modern art, literature, music and narration. Through slides the programs present the universal themes of the human condition in its varied facets.

TEACHER'S MANUAL: Contains a good introduction, the actual narration, the titles of the art, music and literary works used; also contains discussion questions, related activities, summary content, inquiry questions for slides and a suggested reading list.

CENTER FOR HUMANITIES (CONTINUED)

TEACHER COMMENTS: This series contains a broad spectrum of bases for discussion, role playing, listening, and other group dynamics related activities that not only appeal to students but are useful to parents and teaching-counseling staffs. They can be used for a wide variety of purposes, including a human relations class.

PUBLISHER: The Center for Humanities, Inc.
Two Holland Avenue
White Plains, New York 10603

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA JUNIOR HIGH SCHOOL READING CENTER

GUIDANCE COUNSELING PROGRAM

USES FOR THE HUMANITIES SLIDE PRESENTATIONS:

1. Student orientation to group counseling
2. Staff orientation to group counseling
3. Staff Development
4. Parent orientation to group counseling
5. In student group sessions
6. In staff faculty sessions
7. In parent groups (English and Spanish speaking)
8. Community orientation to group counseling
9. As a basis for implementing change in counseling perspectives
10. As a basis for discussion groups in other departments
11. For combined teacher, student, parent, counselor conferencing
12. As a basis for classroom behavior modification programs
13. As a basis for implementing and integrating the multi cultural component
14. As a basis for implementing a career awareness thrust
15. As a resource for a human relations class.

OTHER POSSIBILITIES NOT YET EXPLORED:

1. Classroom counseling by teachers
2. Team counseling approach
3. On-going staff and department development approach
4. Basis for humanizing and integrating instructional programs
5. As a basis for launching a peer counseling program.

CONTEMPORARY PROBLEMS READING SERIES

READING SERIES CASSETTES AND BOOKS: CRISIS

H. E. L. P.

DRUNK

PURPOSE: To motivate the counselee to read independently materials related to social problems such as drugs to gain information, to develop a healthy attitude formation and to eliminate misinformation.

FORMAT: The set contains one book copy of each title and one accompanying cassette tape. There is also one teacher's manual.

TEACHER'S MANUAL: Contains an introduction to the student book and the cassette, some objectives, a readability formula, suggestions for where to use the series, projects and activities, suggested supplementary materials, a synopsis of each book and an introduction to the authors and consultants involved in compiling the series.

TEACHER COMMENTS: These books and cassettes contain the information related to drugs, alcohol and pills which students should be aware of. This information is presented through stories of young people who get caught in a network of problems. Because students can readily relate to the situations and problems, this is a useful tool for individual guidance.

PUBLISHER: Educational Activities, Inc.
Box 392
Freeport, New York 11520

COPING WITH SERIES

SERIES TITLES INCLUDE:	FACTS AND FANTASIES ABOUT DRUGS SOME COMMON CRUTCHES CAN YOU TALK WITH SOMEONE ELSE? TO LIKE AND BE LIKED PARENTS CAN BE A PROBLEM
PURPOSE:	To motivate the counselee to read in relation to guidance received in a specific area or as part of preparing to participate in a group counseling situation.
FORMAT:	There is one copy of 23 different titles. They deal with the most problematic areas of concern to a young person. Identity, making friends, loneliness, drugs, alcohol, etc., are all dealt with in a manner relevant to youth.
TEACHER'S MANUAL:	There are two. They contain suggestions for use with individuals and groups, presenting areas to explore, controversial discussions, ground rules and a Teacher-Counselor Bibliography of General Interest.
TEACHER COMMENTS:	These books cover the gamut of concern and appeal for young people. They are recommended for independent guidance follow-up reading as well as for group counseling discussion sessions.
PUBLISHER:	American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014

EYE GATE INSTRUCTIONAL MATERIALS

FILMSTRIP AND CASSETTE TITLES:

OTHER'S VALUES/YOUR VALUES

LIES, HALF-TRUTHS AND UNTOLD TRUTHS

WHO CARES/STAYING INVOLVED

RIGHT, WRONG OR MAYBE

STEALING

CHEATING AND CHISELING

PURPOSE: To motivate the counselee to clarify his values by discussing them with his peers.

FORMAT: There is a filmstrip and an accompanying cassette tape with each title. They deal with problematic crisis situations. They require the student to respond immediately in discussion, and through that process, see his values, compare them and prioritize them in the light of what the moderator and his peers say.

TEACHER'S MANUAL: A "Guide for the Teacher" is recorded at the end of each strip audio presentation.

TEACHER COMMENTS: These filmstrip audio presentations contain relevant crisis situations which the student can relate to very easily. As soon at the problem is presented, the student can respond. This is very important for working with the adolescent because it seems he must first have the opportunity to react and respond before he can listen and clarify. These presentations seem to take that into account.

PUBLISHER: Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Certificate of Achievement

THIS CERTIFICATE OF ACHIEVEMENT IN GROUP COUNSELING WILL SERVE TO REMIND YOU OF THE TRUTHS, THE VALUES, AND THE IDEALS THAT YOU DISCUSSED. IT WILL FURTHER REMIND YOU OF THE SKILLS YOU HAVE LEARNED TO PRACTICE TOWARD HELPING YOU BECOME A MORE THOUGHTFUL, HELPFUL, GENTLE, AND CARING HUMAN PERSON. EVEN THOUGH THIS IS A LIFETIME WORK AND YOU MAY SOMETIMES FORGET YOUR BEST SELF, THIS CERTIFICATE CAN BE A REMINDER TO YOU TO KEEP WORKING. IT WILL REMIND YOU OF THE PERSONS IN YOUR CLASS IN A GRATEFUL AND HAPPY WAY BECAUSE THEY ACCEPTED YOU THEN AS YOU WERE AND CARED ENOUGH TO HELP YOU BECOME EVEN BETTER. MAY THAT ALWAYS BE YOUR GOAL!

"To thine own self be true, and it must follow,
as the night the day, thou can not then be false
to any man." Shakespeare

Awarded to _____

This ___ day of _____, 19___

Signed _____

COUNSELING

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